



COURSE OUTLINE : HUMAN 125

D Credit – Degree Applicable

COURSE ID 002064

Cyclical Review: February 2019

Revision: November 2021

COURSE DISCIPLINE : HUMAN
COURSE NUMBER : 125
COURSE TITLE (FULL) : Crosscurrents: American Social Values
COURSE TITLE (SHORT) : American Social Values
ACADEMIC SENATE DISCIPLINE: Humanities

CATALOG DESCRIPTION

HUMAN 125 is an interdisciplinary course designed to enrich students' knowledge and understanding of the cultural influences of ethnic, racial and gender diversity in the shaping of American society-past and present-and to enable them to speculate critically on American society in the future. Students analyze materials from literature, history, and other disciplines. The course explores the development and current reality of commonly held American ideals, attitudes and institutions and their role in the unique balance between freedom and responsibility. Students are encouraged to develop their critical thinking skills through reading, writing, and discussion. This course may be interactively team-taught.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

| | Subject | Number | Title | Description | Include |
|----|----------------|---------------|---------------------------|---|----------------|
| 1 | ESL | 151 | Reading And Composition V | read and critically analyze various academic readings; | Yes |
| 2 | ESL | 151 | Reading And Composition V | summarize readings; | Yes |
| 3 | ESL | 151 | Reading And Composition V | organize fully-developed essays in both expository and argumentative modes; | Yes |
| 4 | ESL | 151 | Reading And Composition V | compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion; | Yes |
| 5 | ESL | 151 | Reading And Composition V | revise writing to eliminate errors in syntax, and grammatical constructions; | Yes |
| 6 | ESL | 151 | Reading And Composition V | employ basic library research techniques; | Yes |
| 7 | ESL | 151 | Reading And Composition V | compose one research paper (1,000 words) or two short research papers (500-700words each) with citations. | Yes |
| 8 | ENGL | 100 | Writing Workshop | Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone; | Yes |
| 9 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence; | Yes |
| 10 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form; | Yes |
| 11 | ENGL | 100 | Writing Workshop | write a summary of a contemporary article or story with correct citation techniques; | Yes |
| 12 | ENGL | 100 | Writing Workshop | write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization; | Yes |
| 13 | ENGL | 100 | Writing Workshop | write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations; | Yes |
| 14 | ENGL | 100 | Writing Workshop | write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques; | Yes |



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| 15 | ENGL | 100 | Writing Workshop | write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings; | Yes |
| 16 | ENGL | 100 | Writing Workshop | write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist; | Yes |
| 17 | ENGL | 100 | Writing Workshop | proofread and edit essays for content, language, citation, and formatting problems. | Yes |

EXIT STANDARDS

- 1 examine many of the bases for important human values that characterize American society;
- 2 compare and contrast the ideas presented in literature, history, and various other disciplines;
- 3 identify differences between perceived and expressed American social values;
- 4 define culture, socialization, groups, nationality, and values, and apply these definitions to an analysis of American social values.

STUDENT LEARNING OUTCOMES

- 1 explain the history and context of values that characterize American society;
- 2 compare contemporary American values with historical American values and interpret the evolution of those values;
- 3 write thesis-based essays that analyze, evaluate, and synthesize the various currents which have resulted in American social values.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

| | Description | Lecture | Lab | Total Hours |
|---|---|---------|-----|-------------|
| 1 | Introduction to Culture, Socialization, Groups, and Nationality <ul style="list-style-type: none"> • Elements and theories of culture • Types of groups • Theories of self-development and socialization across the life course • Agents of socialization • Public opinion | 10 | 0 | 10 |
| 2 | Democratic Ideals and Actions <ul style="list-style-type: none"> • The work of the Founders • Representative government • The freedoms the Constitution provides • Democratic ideals versus expressions of democracy • Elections and voter turnout • Democratic ideals in literature and the arts | 7 | 0 | 7 |



| | | | | |
|---|--|----|---|-----------|
| 3 | <p>Civil Rights, and Civil Liberties</p> <ul style="list-style-type: none"> • What are civil rights and how do we identify them? • Interpreting the bill of rights • Specific extension of democratic ideals such as African-American struggles and liberation, suffrage for women, Native American rights, etc. • Literature of civil rights and liberties • Other creative or artistic expressions of civil rights and liberties in the U.S | 7 | 0 | 7 |
| 4 | <p>Value Systems in U.S. Social Groupings</p> <ul style="list-style-type: none"> • Race and ethnicity • Gender and sexuality • Aging and the elderly • Religious groups • Social mobility • Urbanization • Consumerism • Literature and art of social groupings | 10 | 0 | 10 |
| 5 | <p>Media and Technology</p> <ul style="list-style-type: none"> • Evolution, impact, and regulation of the U.S. Media • Evolution, impact, and regulation of technology in the U.S. • Current issues in U.S. media and technology | 4 | 0 | 4 |
| 6 | <p>Education and Family</p> <ul style="list-style-type: none"> • Variations in U.S. Family life • Theoretical perspectives on education • Literature of family • Literature of education | 5 | 0 | 5 |
| 7 | <p>Health and Medicine</p> <ul style="list-style-type: none"> • The social construction of health • Health and medicine in the U.S. • Health and medicine as represented in the arts and literature | 5 | 0 | 5 |
| 8 | <p>Engagement in Democracy and Social Change</p> <ul style="list-style-type: none"> • Theory and history of social movements in U.S. • Theory and history of social change in the U.S. • Democracy and social change as represented in the arts and literature | 6 | 0 | 6 |
| | | | | 54 |



OUT OF CLASS ASSIGNMENTS

- 1 journal and informal writing;
- 2 preparation for group and online discussion;
- 3 individual or group projects (e.g. apply the theory of "McDonaldization" to an aspect of your education and present);
- 4 creative assignments (e.g. create a visual collage of perceived vs. expressed social values);
- 5 essay writing.

METHODS OF EVALUATION

- 1 reading responses and other informal writing;
- 2 group projects, including debates, presentations, and multi-modal or multi-media projects;
- 3 quizzes;
- 4 essay examinations;

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

| Title | Type | Publisher | Edition | Medium | Author | ISBN | Date |
|---|----------|----------------|---------|--------|---------------------|-------------------|------|
| American Society | Required | W.W. Norton | | Print | Erik Olin Wright | 978-0-393-93885-2 | 2015 |
| Divided We Stand: The Battle Over Women's Rights and Family Values That Polarized American Politics | Required | Bloomsbury USA | | Print | Marjorie J. Spruill | 978-1632863140 | 2017 |
| American Ways: An Introduction to American Culture | Required | Pearson | | Print | Maryanne Datesman | 978-0133047028 | 2014 |



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| OER materials from the disciplines of sociology, American history, anthropology, political science, literature and art. | Required | Various | | Print | Various | | 2018 |
|---|----------|---------|--|-------|---------|--|------|